

ACTIVITY 25 Continued

14–18 Work Backward Reinforce the meaning of points on the graph of the hull speed function (length at waterline, hull speed). Students should locate the point where $x = 24$ on the graph to find the speed of a boat with a 24-foot length at the waterline. Students should locate the point where $y = 6$ on the graph to find the length at the waterline of a boat with a hull speed of 6 knots.

Check Your Understanding

Debrief students' answers to these items to ensure that they understand concepts related to interpreting the graph of a square root function.

Answers

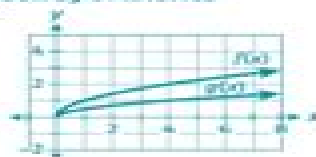
19. The hull speed is about 4 knots.
20. The points on the graph are not $(1, 1)$, $(4, 2)$, $(9, 3)$, and so on. This is because the graph has been vertically stretched, which means the equation must include a transformation of some type.

ASSESS

Students' answers to Lesson Practice problems will provide you with a formative assessment of their understanding of the lesson concepts and their ability to apply their learning. See the Activity Practice for additional problems for this lesson. You may assign the problems here or use them as a culmination for the activity.

LESSON 25-1 PRACTICE

21.



ADAPT

Check students' answers to the Lesson Practice to ensure that they understand the graphs of square root functions and their transformations. Additionally, students should understand the connection between the domain and range of the parent function and the domain and range of the transformations of the parent function. As additional practice, provide students with the domain and range of a square root function and have students write a square root function that would match.

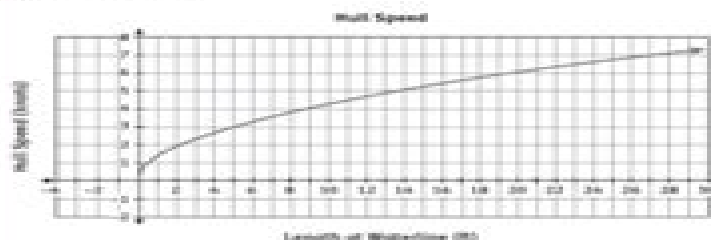
ACTIVITY 25

continued

My Notes

Lesson 25-1 Square Root Functions

The graph of the hull speed of a boat H is shown below. You also sketched this graph in Item 1a.



19. Use the graph to estimate the hull speed of a boat that is 24 feet long at the waterline.
The hull speed is about 5.5 knots.
20. Use the graph to estimate the length at the waterline of a boat whose hull speed is 6 knots.
The boat would be about 36 feet long at the waterline.
21. Write an equation that could be solved to determine the length at the waterline of a boat with a hull speed of 6 knots.
 $1.34\sqrt{x} = 6$

Check Your Understanding

19. Use the graph at the top of the page to estimate the hull speed of a boat that is 9 feet long at the waterline.
20. Explain how you can tell from the graph above that the equation relating the hull speed and the length of the boat is not $H(x) = \sqrt{x}$.

LESSON 25-1 PRACTICE

21. Graph $f(x) = \sqrt{x}$ and $g(x) = \frac{1}{2}\sqrt{x}$ on the same axes.
22. Describe $g(x)$ as a transformation of $f(x)$. What are the domain and range of each function?
23. Graph $p(x) = \sqrt{x}$ and $q(x) = \sqrt{x+4} - 2$ on the same axes.
24. Describe $q(x)$ as a transformation of $p(x)$. What are the domain and range of each function?
25. Reason abstractly. Write a square root function that has a domain of $x \geq 7$ and a range of $y \geq 2$. Use a graphing calculator to confirm that your function meets the given requirements.
22. The graph of g is a vertical shrink of f by a factor of $\frac{1}{2}$. Both graphs contain the point $(0, 0)$. Domain of both functions: $x \geq 0$; $\{x \mid x \in \mathbb{R}, x \geq 0\}$; $[0, \infty)$; range of both functions: $y \geq 0$; $\{y \mid y \in \mathbb{R}, y \geq 0\}$; $[0, \infty)$.
- 23.
-
24. The graph of q is a translation of p , 4 units to the left and 2 units down. Domain of p : $x \geq 0$; $\{x \mid x \in \mathbb{R}, x \geq 0\}$; $[0, \infty)$; range of p : $y \geq 0$; $\{y \mid y \in \mathbb{R}, y \geq 0\}$; $[0, \infty)$; domain of q : $x \geq -4$; $\{x \mid x \in \mathbb{R}, x \geq -4\}$; $[-4, \infty)$; range of q : $y \geq -2$; $\{y \mid y \in \mathbb{R}, y \geq -2\}$; $[-2, \infty)$; domain and range of q : $x \geq -4$ and $y \geq -2$.
25. $f(x) = a\sqrt{x-7} + 2$ for $a > 0$. Answer is acceptable without the a .

Springboard Algebra 2 Unit 3 Answers

Monica Neagoy



Springboard Algebra 2 Unit 3 Answers:

Planting the Seeds of Algebra, PreK-2 Monica Neagoy, 2012-04-20 The subject of algebra has always been important in American secondary mathematics education. However, algebra at the elementary level has been garnering increasing attention and importance over the past 15 years. There is consequently a dire need for ideas, suggestions, and models for how best to achieve pre-algebraic instruction in the elementary grades. *Planting the Seeds of Algebra* will empower teachers with theoretical and practical knowledge about both the content and pedagogy of such instruction and show them the different faces of algebra as it appears in the early grades. The book will walk teachers of young children through many examples of K-6 math lessons and unpack step by step the hidden connections to higher algebra. After reading this book, teachers will be better equipped.

Resources in Education, 1988 Algebra: Themes, Tools, Concepts -- Teachers' Edition Henri Picciotto, Anita Wah, 1994

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Teaching Secondary School Mathematics Alfred S. Posamentier, Jay Stepelman, 1999 Resource for inservice and pre-service mathematics teachers. The text discusses methods of teaching the subject and provides a collection of enrichment units to enhance the curriculum.

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